

**Table 6-1      Writing achievement levels**


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<b>Level 150:</b>	<b>Disjointed, unclear writing</b> Writing at this level tends to be too brief and disjointed to be considered a response to the task or, when longer, so vague and unclear that it is hard to understand.
<b>Level 200:</b>	<b>Incomplete, vague writing</b> Writing at this level, although clearer and more detailed than at the previous level, still tends to be vague and incomplete.
<b>Level 250:</b>	<b>Beginning, focused, clear writing</b> Writing at this level tends to be more focused and clear, containing enough development and detail likely to accomplish the assigned task successfully.
<b>Level 300:</b>	<b>Complete, sufficient writing</b> Responses at this level tend to be complete and to contain sufficient information to accomplish the basic task.
<b>Level 350:</b>	<b>Effective, coherent writing</b> Writing at this level provides clear complete responses to the assigned task. It tends to contain supportive details and discussion that contributes to the effectiveness of the response. This writing is also characterized by an overall unity and coherence not found at the lower levels.

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SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1996 Trends in Academic Progress*, revised 1998.